

*There are now 6 key areas in 2020-21. Plan has been adapted and dates shifted because of C-19. Recovery plan actions to be completed and achieved first, to enable normal school development to resume. 18 month plan

Priority:	Key Objective:	Success Criteria:	Ofsted Area:	School Vision:
1.	<u>Covid-19 Recovery Plan (implement on return)</u> (a) To enable all children to make a successful transition back into school. (b) To provide additional support for children who have fallen behind peers following school closure.	<ul style="list-style-type: none"> All children have adjusted back into school life. Mental and emotional health issues have been addressed and children are benefiting from ongoing support where needed. All children have been assessed and educational support has been put in place for identified gaps and catch-up provision. The curriculum and class organisation has been reviewed to facilitate the educational support and provide extra consolidation of gaps in learning during the school closure. 	Behaviour & Attitudes Leadership & Management	Love of learning Make it Your Best Persevere Skills for Life
2.	<u>Curriculum Development</u> (a) To continue to develop outstanding curriculum (b) To further develop capacity of subject lead to drive continuous improvement (c) To ensure teacher subject knowledge is high across all subjects	<ul style="list-style-type: none"> The '20 minute monitoring' system is allowing subject leaders to identify curriculum areas for development, and follow through to ensure delivery. Subject rationales have been created for all subjects through discussion and evaluation of provision in each area. This process has increased the quality and consistency of delivery. Completed subject narratives and subject skills progressions have enabled all teachers to develop a robust overview of children's journey and progress through each subject and across the school. They have enabled lesson planning to build securely on prior learning, and helped to set learning expectations and lesson pitch. This has been further embedded with the ongoing establishment of 'best work' portfolios for each topic or subject area. Termly 'teaching and learning' evaluations, alongside information from '20 minute monitoring', external visits and more informal ongoing professional discussions, have helped to identify where training is needed in subject specific areas. These training needs are then subsequently addressed, including through cluster links or the LA small schools curriculum project 	Quality of Education Leadership & Management	Love of learning Make it Your Best Persevere Skills for Life
3.	<u>Knowledge Retrieval</u> (a) To further develop teacher pedagogy in promoting excellent knowledge retention and retrieval (b) To review and refine school approaches to promoting excellent knowledge retention and retrieval	<ul style="list-style-type: none"> The efficacy of the 'Knowledge Organisers' introduced in September 2019 has been reviewed and any improvements have been agreed and actioned. There has been a further planned series of professional learning activities-(building on work in 2019-20) primarily through staff meetings, which have enabled teaching staff to further develop their pedagogy and understanding of retrieval practice, cognitive load theory, working memory, long term memory and associated aspects of cognitive development. The learning activities have included discussion, reading, video and online resources, cluster joint activities and training courses off-site. 	Quality of Education Leadership & Management	Love of learning Make it Your Best Persevere Skills for Life
4.	<u>Early and Struggling Readers Provision</u> (a) To provide outstanding provision for Lowest 20% reading-KEY (b) To ensure rapid progress for all children towards fluency in reading	<ul style="list-style-type: none"> There has been a focussed and extensive investment into fully decodable reading books and these are organised using taught Letters and Sounds phonics progression. This is supported by clearly labelled 'supported reading books' which are used alongside them following a parent information evening and letter to explain the differences. Morning structure of phonics teaching has been adjusted for more phonics for children in Yr 2. The use of dyslexia screening has been embedded in Key Stage 2, & with work with Dyslexia Outreach service. A new system to focus on additional support for 'lowest 20%' of readers has been embedded across the school, and is underpinned with parental involvement. There have been a series of 'reading café' events to support reading at home- with additional focus on those not reading regularly at home. Each class is making use of a 'class reading book' to provide for engagement with age-appropriate longer or more challenging fiction. 	Quality of Education Leadership & Management	Love of learning Make it Your Best Persevere Skills for Life
5.	<u>Character Education & Preparation for Life in Modern Britain</u> (a) To audit and further develop our curriculum offer for character education. (b) To develop and communicate a shared understanding of how we develop and equip children in our local context (c) To introduce new extra-curricular character education to augment C.U.	<ul style="list-style-type: none"> An audit of character education has been completed using recent DfE guidance. Gaps have been addressed and actions identified. This has been linked to British Values documentation. The ABoY award scheme has been trials in selected year groups in the school, and the existing Children's University scheme has been introduced and explained to new parents and a graduation booked for July 2021 if conditions allow. Valuable identifiable characteristics and knowledge for a LMPS citizen have been discussed and established and communicated to all. These draw on local context and areas where this may not reflect wider UK society. Consideration has been given to diversity and equality education through this process- including through the now delayed introduction of our new curriculum for RSE- for which the postponed governor and parent information sessions have been re-arranged and delivered. Staff have completed the online DfE Prevent training tool. 	Behaviour & Attitudes Personal Development Leadership & Management	Love of learning Make it Your Best Persevere Skills for Life
6	<u>Middle Leadership</u> (a) To embed use of '20 minute monitoring' to drive incremental improvements (b) To use annual subject leader audits to identify improvements to further raise standards of attainment across core subjects at all key stages	<ul style="list-style-type: none"> Drawn from annual subject leader audits & 20 minute monitoring- to be confirmed 	Quality of Education Leadership & Management	Love of learning Make it Your Best Persevere Skills for Life

Priority: 1	Covid-19 Recovery Plan					
Rationale	There has been significant impact upon school development from Covid-19. From September 2020, our first priority is to support the return of all children into school and address gaps in learning or progress which have developed, along with any mental wellbeing issues. This area of the SIDP will take precedence over most other aspects, until the situation is more stable. This may result in this SIDP being developed over a 2 year cycle so that all areas can eventually be completed.					
Success Criteria	<ul style="list-style-type: none"> All children have adjusted back into school life. Mental and emotional health issues have been addressed and children are benefiting from ongoing support where needed. All children have been assessed and educational support has been put in place for identified gaps and catch-up provision. The curriculum and class organisation has been reviewed to facilitate the educational support and provide extra consolidation of gaps in learning during the school closure. 					
Every Child Matters	Be Healthy Enjoy & Achieve Stay Safe Make a Positive contribution Achieve economic wellbeing					
Ofsted	Quality of Education Behaviour and Attitudes Personal Development Leadership & Management Early Years					
Vision	Love of Learning Make it Your Best Perseverance Skills for Life					
Key Objective:	To develop an effective 'knowledge-engaged' curriculum across all subjects utilising evidence from educational research.					
Intent:	Implementation:	Who	Resource/Time	Key Milestones	Termly Action Plan	Impact:
To individually assess (RAG rate) each child's current learning and development and provide targeted support for academic and mental health needs.	<ul style="list-style-type: none"> RAG rate all children (Y1-6) in first week back based on support/engagement during lockdown & (ii) our prior knowledge of their general levels of attainment - not a formal test though, except for Accelerated Reader assessment Organise for Red rated children- "consolidation and support" sessions- small groups regularly M/R/W- incorporate as small group work in the way that we normally do- just with this new additional criteria. Amber rated children- extra attention in classroom- add to small group sessions where needed. The booster sessions could include after school and be funded through government money, or be within school time through available extra teaching put into all classes except Y1/2 (which will be a priority for when money is received). Prioritise core areas of learning for these small groups to focus on in English and Maths - ie key areas they may have missed or would be beneficial to them. Further assess any children in need of 1:1 mental wellbeing support (Thrive/FM) and/or need for whole class support eg NCC resources. Apply flexibly. 	All teachers	Class time Thrive TA Family Matters points	<u>By End of September'20</u> Catch up groups identified and have started. Curriculum gaps have been identified and are being addressed. Individual or collective mental wellbeing needs are being supported. <u>By End of Spring Term'21</u> Catch up activities completed.	Autumn Term TAP (Recovery Plan)	
To provide additional teaching on core areas of learning for all children. To flexibly increase teaching time to address areas of learning less well covered during lockdown. To further develop remote learning capability	<ul style="list-style-type: none"> Consider for all children flexible ways to address any topic work covered less well during lockdown eg (eg humanities through class assemblies, One-off Science days? Grammar quizzes? Use of homework?) Discuss scenarios for remote learning. Weekly work on website from September for likely individuals self-isolating. Remote education integrated in to the school curriculum ie we will regularly use it in class so children know how to do it if we have to lockdown again- for example Oak Academy. Digital lessons will be used periodically throughout the curriculum so that children are comfortable with the content and format in readiness to reverting to that way of working should local lockdowns or a national lockdown be imposed. Further investment in online eg Language Angels. Purchase additional chrome books. Contingency planning if whole bubble closed same online learning approach as March- July but if teacher is well we will in addition add this structure of supportive video conferencing: (to discuss) Split bubble into 3 groups. Weekday daily morning 3 x 30 minute Google Meets to outline work and expectations/feedback on previous day. (ie one for each group). Then be available online to answer and feedback. Make HT aware of children not engaging (although well). 	All teachers HT	Online subscriptions- Language Angels 10 new Chromebooks & charging trolley Remote mics and webcams	<u>By Mid September'20</u> Remote learning scenarios planned for- including likely need for provision for small numbers self-isolating. <u>By End of September'20 & Ongoing</u> Additional resources secured. All ch. have home learning book and able to access online resources.	Autumn Term TAP (Recovery Plan)	
Suggested Governor Monitoring Activities: Standards sub-committee will monitor at each half-termly meeting, and have follow up school visits where required. One Governor to oversee area.						

Priority: 2	Curriculum Development					
Rationale	We have made considerable progress with discussing, mapping and refining the curriculum offer in all subjects and this work is almost complete. The aim now is to ensure ongoing evolution and development driven by subject leaders in order to continue to drive improvement so that the curriculum is not static, but instead dynamic and evolving to meet emerging needs and priorities, whether local or national.					
Success Criteria	<ul style="list-style-type: none"> The '20 minute monitoring' system is allowing subject leaders to identify curriculum areas for development, and follow through to ensure delivery. Subject rationales have been created for all subjects through discussion and evaluation of provision in each area. This process has increased the quality and consistency of delivery. Completed subject narratives and subject skills progressions have enabled all teachers to develop a robust overview of children's journey and progress through each subject and across the school. They have enabled lesson planning to build securely on prior learning, and helped to set learning expectations and lesson pitch. This has been further embedded with the ongoing establishment of 'best work' portfolios for each topic or subject area. Termly 'teaching and learning' evaluations, alongside information from '20 minute monitoring', external visits and more informal ongoing professional discussions, have helped to identify where training is needed in subject specific areas. These training needs are then subsequently addressed, including through cluster links or the LA small schools curriculum project RSE curriculum, postponed from 2019-20, has been successfully introduced during academic year. 					
Every Child Matters	Be Healthy Enjoy & Achieve Stay Safe Make a Positive contribution Achieve economic wellbeing					
Ofsted	Quality of Education Behaviour and Attitudes Personal Development Leadership & Management Early Years					
Vision	Love of Learning Make it Your Best Perseverance Skills for Life					
Key Objective:	To develop an effective 'knowledge-engaged' curriculum across all subjects utilising evidence from educational research.					
Intent:	Implementation:	Who	Resource/Time	Key Milestones	Termly Action Plan	Impact:
To establish a self-perpetuating system for middle leaders to drive continuous curriculum improvement and development within a small school setting.	<ul style="list-style-type: none"> Twenty Minute Monitoring Establish a proforma and visit protocols for monitoring process. Each teacher to identify a limited number of visits (1-3) each half-term and arrange a time to complete. Completed proformas shared with HT and added to curriculum files and feedback given to staff in an appropriate mechanism. After one term review system and further develop.	Subject Leads HT	Release time arranged flexibly Staff meeting time	<u>By end of Spring Term'21</u> Complete first term of monitoring visits and review how system is working. Ongoing development.	Spring Term TAP	
To complete work on underpinning rationale of curriculum provision. To create exemplars of best work e-portfolios to inspire children and benchmark high standards. To continue to support teacher subject knowledge in each curriculum area.	<ul style="list-style-type: none"> Curriculum Rationale Complete process of staff shared discussion to establish a curriculum rationale for each subject. Completed work added to A2 curriculum folders and when all complete will form basis of an annual staff discussion at the beginning of each academic year- so that an understanding of curriculum development is as central as safeguarding. <ul style="list-style-type: none"> E-work Portfolios Resume process of retaining examples of best work in topics and storing in Google drive centrally. Use to inspire children when topic retaught, plus act as a benchmark for any new staff to plan for, and for staff at different points in the school to see progression- alongside the detailed curriculum mapping that we have already completed. <ul style="list-style-type: none"> Subject Knowledge Annual appraisals include strong element of knowledge in specific curriculum areas. Training will be provided as needed.	HT Teachers	Staff meeting time Annual appraisals PD budget as required	<u>By end of Spring Term'21</u> Complete all subject rationales. <u>September'21</u> Annual review of curriculum rationales and mapping conducted updates logged. <u>By November '20</u> Staff training in areas of curriculum self-assessed as weaker has been identified through annual appraisal process.	Autumn Term TAP (recovery plan) Spring Term TAP	
To fulfil statutory requirements in RSE in academic year 2020-21.	<ul style="list-style-type: none"> RSE provision – (Parental Involvement) This has been reviewed in light of new statutory requirements. (This was completed in 2019-20). New curriculum covering all DfE requirements including in Health Education is in place. (This was completed in 2019-20) Curriculum meets best practice guidelines- based on NCC resources and also 'You, Me and PSHE' resource from Islington EA- see school curriculum mapping. Parents and staff (2019-20) are aware of new requirements. *Parents information evening and parent governor role in developing approach were due to take place in April 2020- they will be rescheduled for early in Spring term. Curriculum meets best practice guidelines- based on NCC resources and also 'You, Me and PSHE' resource from Islington EA- see school curriculum mapping.	HT SH Parent Govs	Curriculum resources purchased Staff meeting time Info evening	<u>By end of Summer Term'21</u> Parent Governor meeting re: SRE Jan'21 Parent Info sessions Mar'21	Spring Term TAP Summer Term TAP	
Suggested Governor Monitoring Activities: Standards sub-committee will monitor at each half-termly meeting, and have follow up school visits where required. One Governor to oversee area.						

Priority: 3	Knowledge Retrieval & Teacher Pedagogy					
Rationale	All teaching staff have had initial period of professional reading in 2019-20 based around recommended Ofsted research texts released at time of new EIF. They have also undertaken cluster training on long and short term memory and small school curriculum development. The challenges of the pandemic have reduced the opportunities for traditional face to face PD, so we will build on this using online packager derived from highly recommended Tom Sherrington resource pack, supported by acclaimed 'Retrieval Practice' by Kate Jones. Staff meetings will be online and partly based on professional reading in advance to mitigate against the restrictions of Zoom for professional discussion. The training selected will focus particularly on pedagogical techniques likely to support memory and knowledge retention and we will also review the knowledge organisers and other systems set up in school following training. Teaching and Learning termly discussions will focus on areas covered including in lesson observations.					
Success Criteria	<ul style="list-style-type: none"> The efficacy of the 'Knowledge Organisers' introduced in September 2019 has been reviewed and any improvements have been agreed and actioned. There has been a further planned series of professional learning activities-(building on work in 2019-20) primarily through staff meetings, which have enabled teaching staff to further develop their pedagogy and understanding of retrieval practice, cognitive load theory, working memory, long term memory and associated aspects of cognitive development. The learning activities have included discussion, reading, video and online resources, cluster joint activities and training courses off-site. 					
Every Child Matters	Be Healthy Enjoy & Achieve Stay Safe Make a Positive contribution Achieve economic wellbeing					
Ofsted	Quality of Education Behaviour and Attitudes Personal Development Leadership & Management Early Years					
Vision	Love of Learning Make it Your Best Perseverance Skills for Life					
Key Objective:	To further develop the skills of teachers in promoting excellent knowledge acquisition and retention in pupils					
Intent:	Implementation:	Who	Resource/Time	Key Milestones	Termly Action Plan	Impact
To review the impact of Knowledge Organisers – from January 2021	Review and Improve Knowledge Organisers Restart KO's to parents in January '21 with new topics released then. Ask for a parent and pupil voice review of them in April'21 and use to inform practice for summer term. Consider again using this circular process at end of summer term for further refinement and review. By this time it will also be informed by training from Jones and Sherrington (see below).	AP Teachers	Staff meeting discussion time	By end of Spring Term'21 KO parent and pupil voice Reviewed and improvements made	Spring Term TAP Summer Term TAP	
To further increase staff knowledge of pedagogy and understanding of retrieval practice, cognitive load theory, working memory, long term memory and associated aspects of cognitive development	Develop Pedagogy re: Knowledge Acquisition & Retention Purchase 'Teaching Walkthrus' PD and use as basis for a structured PD development plan to be delivered remotely in staff meetings across two terms. Some sessions will also focus on professional reading of chapters in advance , including from 'Retrieval Practice'. Teachers will undertake self-assessments at beginning and end of process to capture development and future areas for progress. Learning will also inform evolution of schools systems eg knowledge organisers and/or incorporation within lessons.	AP teachers	'Retrieval Practice'- Kate Jones (£100) Professional reading text 'Teaching Walkthrus PD'- Tom Sherrington £350	By end of October'21 Walkthrus sequences planned & started. Teacher self-assessment at start. By end of Summer Term'21	Autumn Term TAP (Recovery Plan) Spring Term TAP	
Suggested Governor Monitoring Activities: Standards sub-committee will monitor at each half-termly meeting, and have follow up school visits where required. One Governor to oversee area.						

Priority: 4	Early and Struggling Readers					
Rationale	Reading results at the end of Key Stage 2 have been consistently strong- including FFT TA results for summer 2020. Reading results at the end of Key Stage 1 have been improving over the last three years, possibly due to the change in class structure in the mornings allowing for more focussed age curriculum, but we would still like to further improve the % of children reaching 'expected' standard by the end of Year 2, and passing the phonics screening check at the end of Year 1. This priority also fits in with EIF.					
Success Criteria	<ul style="list-style-type: none"> There has been a focussed and extensive investment into fully decodable reading books and these are organised using taught Letters and Sounds phonics progression. This is supported by clearly labelled 'supported reading books' which are used alongside them following a parent information evening and letter to explain the differences. Morning structure of phonics teaching has been adjusted for more phonics for children in Yr 2. The use of dyslexia screening has been embedded in Key Stage 2, & with work with Dyslexia Outreach service. A new system to focus on additional support for 'lowest 20%' of readers has been embedded across the school, and is underpinned with parental involvement. There have been a series of 'reading café' events to support reading at home- with additional focus on those not reading regularly at home. Each class is making use of a 'class reading book' to provide for engagement with age-appropriate longer or more challenging fiction. 					
Every Child Matters	Be Healthy Enjoy & Achieve Stay Safe Make a Positive contribution Achieve economic wellbeing					
Ofsted	Quality of Education Behaviour and Attitudes Personal Development Leadership & Management Early Years					
Vision	Love of Learning Make it Your Best Perseverance Skills for Life					
Key Objective:	Improve % of children (a) reaching 'expected' standard in KS1 reading and (b) passing Phonics check at the end of Year 1					
Intent:	Implementation:	Who	Resource/Time	Key Milestones	Termly Action Plan	Impact
<p>To develop the systematic use of fully phonetically decodable readers</p> <p>To restructure the morning phonics sessions across KS1 to promote rapid progress</p> <p>To improve staff knowledge of phonics in lower KS2</p>	<ul style="list-style-type: none"> Early Reading Resources & Parental Involvement Purchase new sets of 100% phonetically decodable readers. Organise these into labelled crates by sounds and align with teaching. Sticker up books as either independent or shared readers (so that do not lose experience of an adult supporting a child with a more challenging text for love of reading and vocabulary acquisition) and communicate expectations clearly to parents. Continue to review provision and add new books to resources as become available. Phonics Teaching Review and alter phonics teaching programme to ensure that progression is slightly faster and now Reception complete Phase 4 by end of year. Align Year 1 with this. Alter structure of teaching timetable so that KL also leads Phonics for Y2 children- either thorough Y1/2 bubble or by a swap of classes with Y2 when/if return to single year group teaching this academic year. Staff Subject Knowledge Teachers in lower KS2 all to complete online phonics training course (accredited) and also ensure phonics charts displayed and available in lower KS2 classroom. 	<p>KL BC</p> <p>KL</p> <p>AP/JB/SC</p>	<p>£3000 – decodable books+ boxes Storage shelves (IKEA)</p>	<p><u>By end of October '20</u> First set of 100% readers labelled and organised. Parents informed of system, and it is in place and being used.</p> <p><u>Ongoing</u> Continue to develop stock of books as more publishers develop them- KL to lead and review.</p> <p><u>Sept'21</u> Parents info evening for new parents detailing this- if social gathering rules are no longer in place.</p>	<p>Autumn Term TAP (recovery plan)</p>	
<p>To actively support 'lowest 20%' of readers in school to make rapid progress</p>	<ul style="list-style-type: none"> Support for lowest 20% of readers From January 21 introduce a whole school system to provide additional support for lowest 20% of readers. This will augment what is already happening where many are receiving a range of boosters- but ensure that no child is missed. Process will be to first identify them in each class, then audit current provision and identify from that what else could be practically arranged. Parents will be involved and children incentivised re: home reading if appropriate. Also conduct reading interviews with the children and purchase any new reading books that will inspire them to read. This could also include e-readers/kindles or bug club decodables. Reading cafes held as follow ups for whole class, to potentially model good reading strategies for any parents who may find it difficult to successfully support their child to read at home. Discuss also other new strategies to engage these parents. 	<p>All teachers</p>	<p>£200 new books</p> <p>Time for interviews</p> <p>Reading café time planned</p>	<p><u>By end of Spring Term'21</u> Audit, reading interviews completed.</p> <p>Reading café scheduled.</p>	<p>Spring Term TAP</p>	

Suggested Governor Monitoring Activities: Standards sub-committee will monitor at each half-termly meeting, and have follow up school visits where required. One Governor to oversee area.

Priority: 5	Character Education and Preparation for Life in Modern Britain					
Rationale	We note the DfE guidance on Character Education (Nov'19) as an attempt to support the personal development of children in primary school, and share the aims because we believe that they have value for children.					
Success Criteria	<ul style="list-style-type: none"> An audit of character education has been completed using recent DfE guidance. Gaps have been addressed and actions identified. This has been linked to British Values documentation. The ABoY award scheme has been triallyed in selected year groups in the school, and the existing Children's University scheme has been introduced and explained to new parents and a graduation booked for July 2021 if conditions allow. Valuable identifiable characteristics and knowledge for a LMPS citizen have been discussed and established and communicated to all. These draw on local context and areas where this may not reflect wider UK society. Consideration has been given to diversity and equality education through this process- including through the now delayed introduction of our new curriculum for RSE- for which the postponed governor and parent information sessions have been re-arranged and delivered. Staff have completed the online DfE Prevent training tool. 					
Every Child Matters	Be Healthy Enjoy & Achieve Stay Safe Make a Positive contribution Achieve economic wellbeing					
Ofsted	Quality of Education Behaviour and Attitudes Personal Development Leadership & Management Early Years					
Vision	Love of Learning Make it Your Best Perseverance Skills for Life					
Key Objective:	To provide all children with excellent character education to best equip them for success in the next stage of their education and life in Modern Britain					
Intent:	Implementation:	Who	Resource/Time	Key Milestones	Termly Action Plan	Impact
<p>To discuss and establish a vision statement for the characteristics needed for a successful LMPS citizen moving on to the next stage of education.</p> <p>To audit our provision of character education and identify areas for development- including diversity and equality education.</p>	<ul style="list-style-type: none"> Vision Statement for LMPS Citizen Staff and stakeholder discussion re: aims for character education in order to craft an agreed vision statement to benchmark and aim for. Audit Character Education Provision Use of the DfE tool to audit our current provision and identify areas where we could do more. Review of diversity and equality education <p>In conjunction with above, review our current curriculum provision in this area- including how the new KSAH syllabus addresses this. Appoint a governor to conduct a diversity audit and agree some areas for further work.</p>	<p>Staff Governors</p>	<p>Staff meeting time</p> <p>HT time</p>	<p>By end of Dec'21</p> <p>By end of Mar'22</p>	<p>Autumn Term '21 TAP</p> <p>Spring Term '22 TAP</p>	
<p>To trial the addition of a scheme for character development eg Arch Bishop of York Award and evaluate impact.</p>	<ul style="list-style-type: none"> Trial external scheme for character development <p>Trial the Arch Bishop of York scheme in a selected year group(s). Consider expanding available residential or outdoor and adventurous activities through external providers to expand experiences available to children during time in school.</p>	<p>Teaching staff</p> <p>AP</p>	<p>ABoY costs: £650approx</p> <p>£1000 budget (2021-22) for additional OAA activities</p>	<p>By end of Dec'21</p>	<p>Autumn Term 21 TAP</p>	

Suggested Governor Monitoring Activities: Standards sub-committee will monitor at each half-termly meeting, and have follow up school visits where required. One Governor to oversee area.

Priority: 6	Middle leadership-core subjects					
Rationale	Middle leaders are given release time to complete a subject audit. These recommendations flow directly into the SIDP as item 6.					
Success Criteria	tbc					
Every Child Matters	Be Healthy Enjoy & Achieve Stay Safe Make a Positive contribution Achieve economic wellbeing					
Ofsted	Quality of Education Behaviour and Attitudes Personal Development Leadership & Management Early Years					
Vision	Love of Learning Make it Your Best Perseverance Skills for Life					
Key Objective:	To further raise attainment in core subjects and Early Years					
Intent:	Implementation:	Who	Resource/Time	Key Milestones	Termly Action Plan	Impact:
To raise attainment in Maths at KS1 and proportions achieving Greater Depth at KS2	Discuss and implement key priorities once return to school has been managed Jan'21- following assessment week at end of Autumn term to have up to date data following closure	SC	Staff release time	By End of Jan'21 Maths development plan with no more than 5 key actions agreed for remainder of academic year> could link to staff subject audit	Autumn Term TAP (Recovery Plan)	
To raise attainment in writing at KS1 and maintain high standards in other aspects across school in English.	Discuss and implement key priorities once return to school has been managed Jan'21- following assessment week at end of Autumn term to have up to date data following closure	KL	Staff release time	By End of Jan'21 English development plan with no more than 5 key actions agreed for remainder of academic year> could link to staff subject audit	Autumn Term TAP (Recovery Plan)	
To increase achievement and attainment in Science & further develop depth of curriculum offer	Discuss and implement key priorities once return to school has been managed Jan'21- following assessment week at end of Autumn term to have up to date data following closure	HB	Staff release time	By End of Jan'21 Science development plan with no more than 3 key actions agreed for remainder of academic year> could link to staff subject audit	Autumn Term TAP (Recovery Plan)	
To increase achievement and attainment of children in EYFS.	Discuss and implement key priorities once return to school has been managed Jan'21- following assessment week at end of Autumn term to have up to date data following closure	BC	Staff release time	By End of Jan'21 EYFS development plan with no more than 5 key actions agreed for remainder of academic year> could link to staff subject audit	Autumn Term TAP (Recovery Plan)	
Suggested Governor Monitoring Activities: Standards sub-committee will monitor at each half-termly meeting, and have follow up school visits where required.						

